

**UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jackson **Lesson #:** 4 **Facet:** Application  
**Grade Level:**6-8 **Numbers of Days:** 3-4  
**Topic:** fitness and overall health  
  
**PART I:**  
**Objectives**  
**Student will understand that**fitness is important in overall health  
**Student will know**fitness, diet, calories, metabolism, calories, weight gain  
**Student will be able to**design a meal/fitness plan over a weeks period  
**Product:**Blog  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label:** H. Physical Fitness Activities and Knowledge  
**Standard:** H3 Fitness Activity  
**Grade Level Span:** Grade 6-8  
Students participate in physical activities that address personal fitness goals for the health-related fitness components  
**Rationale:**Students will be focusing on the knowledge of Health Education and Physical Education relating to fitness and overall health.  
  
**Assessments**  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
Pair Discussion to have students talk about what they've learned with a peer.  
**Section II – timely feedback for products (self, peer, teacher)**  
Think-Pair-Share, students will contemplate on their own, work with a partner and then together they will explain what they discussed to the class.  
  
**Summative (Assessment of Learning):**  
Blog: Choose either a fake alias and create a blog tracking how a "perfect" daily healthy life would look like or blog your own habits and experiences and describe why they are healthy or unhealthy. You will be using blogger to complete this task. At the end of every entry, write a few sentences long reflection about how this effects your own life. **(35 points)**  
  
**Integration**  
**Technology (SAMR):**Students can create their oen blog where they can add photos, video and audio to enhance their posts.  
**Content Areas:**Also incorporates English with the writing aspect of the blog.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Time-Order Chart to organize a basic timeline of events.  
**Section II – Groups and Roles for Product**  
Students will have the opportunity to comment on each others blogs to raise discussion about ideas and confusions around what they perceive as a healthy lifestyle.  
  
**Differentiated Instruction**  
**MI Strategies** (8 out of 8)  
**Verbal:** Students will be writing blog posts about either their own experiences or about a fictional character that they create.  
**Logic:** Students will be focusing on how meals and fitness work together and against each other.  
**Visual:** Creating the blog and personalizing the page so it is visually appealing and adding photos to blog posts.  
**Musical:** Use music as a way to design a blog, what songs help you get motivated to exercise, how does mood change your music and routine.  
**Kinesthestic:** Making meals and exercising throughout the week.  
**Intrapersonal:** Focusing on experiences and self, and reflecting on their own health.  
**Interpersonal:** Working together in groups with the think-pair-share activity.  
**Naturalist:** Focus blog on how natural foods are good for health and how you can use everyday objects to be active.  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
Team work can be done individually and modified for the student to get necessary work done. Set up a meeting with the teacher to figure out how to proceed and complete their portion of the product and presentation (See statement about absences on the syllabus).  
  
**Extensions**  
**Technology (SAMR):Gifted Students:**Students can create their own blogs to make public so that people are able to view and comment outside of the classroom.  
  
**Materials, Resources and Technology**

* iPads/Laptops
* handouts
* pens, pencils
* notebook paper
* Email
* Camera or smartphone

**Source for Lesson Plan and Research**  
[Checking for Understanding](http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf)   
(<http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf>) This is a list that explains different ways of checking for understandings. In this lesson, the students will be using the 3-2-1.  
[Graphic Organizers](http://www.eduplace.com/graphicorganizer/) (<http://www.eduplace.com/graphicorganizer/>) A link to all different types of graphic organizers.  
  
[Fitness](http://www.medicalnewstoday.com/articles/7181.php) (<http://www.medicalnewstoday.com/articles/7181.php>) a link to content about what fitness is about.  
  
[Diet](http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/) (<http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/>) a link to a kids page that talks all about a healthy diet.  
  
[Metabolism](http://kidshealth.org/en/teens/metabolism.html) (<http://kidshealth.org/en/teens/metabolism.html>) a link to a page about metabolism.  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
Describe your classroom arrangement.  
**Agenda (include days and times)**  
Day 1:  
Why is fitness important? (15 minutes)  
Watch iMovies (45 minutes)  
Introduce blogger (20 minutes)  
Day 2:  
Think-Pair-Share/Pair Discussion (30 minutes)  
Time-Order Chart (10 minutes)  
Discuss Health/Fitness and what it means (20 minutes)  
Begin Blog entries (20 minutes)  
Day 3:  
Share blogs and what students think being healthy entails (40 minutes)  
More blogging time (30 minutes)  
Questions (10 minutes)  
Day 4:  
Present blogs (45 minutes)  
Discuss lesson and process (35 minutes)  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
Students will understand that fitness is important in overall health, understanding how fitness is important in staying healthy is important to convey when people are young so that they will continue to stay fit throughout their lives,*Students participate in physical activities that address personal fitness goals for the health-related fitness components. As a class, we will watch the* class iMovies from Lesson 3.  
**Where, Why , What, Hook Tailors:** Visual, Intrapersonal  
  
Students will know fitness, diet, calories, certain foods boost your metabolism, calories can contribute to weight gain**See content notes.** The Time-Order chart and the Pair discussion is used to get all the students involved in the lesson by giving them a handout that they can fill out and then participate in the discussion. The students will then do a Think-Pair-Share so that they really feel comfortable with this information and when we come to the sharing portion of the lesson, every student should have something to contribute.  
**Equip, Explore, Rethink, Tailors:** *Verbal, Intrapersonal, Interpersonal*  
  
Students will be able to design a meal/fitness plan over a weeks period by using a blogging website to track their own daily fitness and nutrition. At the end of each blog, students will write a reflection about what they think and how they feel about their health after having been considerate of their exercise and diet. Students will be put into pairs to comment on each others blog entries to draw up discussion before each class. The pairs will be given out randomly. Students will be given a rubric/checklist before they begin the assignment so that they clearly know what is expected of them.  
**Experience, Revise, Refine, Tailors:** *Verbal, Intrapersonal, Interpersonal, Musical, Visual, Kinesthetic, Naturalist*  
  
Students will always receive feedback either the last day of the lesson or the following day. They will know what they are being graded on when they begin creating their products. This is the last lesson because students can incorporate the previous understandings into this product.  
**Evaluate, Tailors:** *Visual, Verbal, Intrapersonal, Interpersonal*  
  
**Teacher Content Notes**  
Students will know…..   
[fitness](http://www.medicalnewstoday.com/articles/7181.php): The United States Department of Health and Human Services explains that physical fitness is defined as "a set of attributes that people have or achieve that relates to the ability to perform physical activity." This not only relates to sports or weight lifting, but in doing everyday exercise such as walking, dancing or hiking.  
  
[diet](http://coolfoodplanet.org/9-12/healthy-town/what-does-healthy-diet-mean/): The most important thing about having a healthy diet is eating a variety of foods and paying attention to the amount at which they are consumed. Some sources say "no food is good or bad", but its moderation of the foods that we perceive as bad that people have a hard time with. "It's a balancing act".  
  
[calories](http://kidshealth.org/en/kids/calorie.html): A calorie is a measurement — a unit of energy. When something has 100 calories, it's a way of describing how much energy your body could get from eating or drinking it. Calories aren't bad for you, but your body needs calories for energy and eating too many calories that aren't being burned off through activity can lead to weight gain.  
  
[Metabolism](http://kidshealth.org/en/teens/metabolism.html): Bodies get the energy they need from the nutrients of foods by metabolism. A collection of chemical reactions that takes place in the body's cells. Metabolism converts the fuel in the food we eat into the energy needed to power everything we do, from moving to thinking to growing. Specific proteins in the body control the chemical reactions of metabolism, and each chemical reaction is coordinated with other body functions. There is no specific food or supplement that will speed up your metabolism, but eating breakfast helps wake up the metabolism and strength training can boost metabolism.  
  
weight gain: There are many reasons why a person could be gaining weight. It is important to pay more attention to nutrition and exercise than body composition. If a person is eating healthy and doing their daily recommended amount of physical exercise, than weight gain should not be a problem. If it is, this would be a medical conversation and need to be brought to a doctor if it were a big concern.  
  
**Handouts**  
*Time-Order Graphic Organizer*  
*Rubric/Checklist*  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** The students will be given clear directions on what needs to be done in all aspects of the lesson. They will be given a rubric so that they may check back to make sure they have each aspect of the assignment completed before presenting.  
***Microscope:***Students will be able to do research about personal fitness and healthy lifestyles to add to their blog. This will give them the ability to examine different definitions and ideas.  
***Puppy:*** Students will be able to work in pairs on their blogs and working together in a comfortable environment.  
***Beach Ball:*** Students will be able to get creative when working on their blogs by adding color, text, photos, and video to really make it their own.  
  
***Rationale:*** The students will all be given opportunity to work in an environment and do parts of the assignment that best relate to their learning styles.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***  
**Section I – checking for understanding strategy during instruction**  
Pair Discussion to have students talk about what they've learned with a peer.  
**Section II – timely feedback for products (self, peer, teacher)**  
Think-Pair-Share, students will contemplate on their own, work with a partner and then together they will explain what they discussed to the class.  
  
***Summative:***  
Blog: Choose either a fake alias and create a blog tracking how a "perfect" daily healthy life would look like or blog your own habits and experiences and describe why they are healthy or unhealthy. You will be using blogger to complete this task. At the end of every entry, write a few sentences long reflection about how this effects your own life. **(35 points)**  
  
***Rationale:***  
The students will be given both formative assessment and summative assessment to really ensure student mastery of the topics. The students wont be graded on their formative assessment, but in the end of the lesson will be graded on the blogs they create and on their presentations.  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Fitness, diet, calories, metabolism, calories, and weight gain. **See content notes.**  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
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***Facet:*** Application  
***Rationale:***  
Students will be focusing on the knowledge of Health Education and Physical Education relating to fitness and overall health.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** Students will be writing blog posts about either their own experiences or about a fictional character that they create.  
**Logic:** Students will be focusing on how meals and fitness work together and against each other.  
**Visual:** Creating the blog and personalizing the page so it is visually appealing and adding photos to blog posts.  
**Musical:** Use music as a way to design a blog, what songs help you get motivated to exercise, how does mood change your music and routine.  
**Kinesthestic:** Making meals and exercising throughout the week.  
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**Interpersonal:** Working together in groups with the think-pair-share activity.  
**Naturalist:** Focus blog on how natural foods are good for health and how you can use everyday objects to be active.  
  
***SAMR:***  
Students can create their own blog where they can add photos, video and audio to enhance their posts.  
***Rationale:***  
The students will be using all eight intelligences in this lesson to differentiate the lesson for all types of learners. They will be incorporating technology by creating a blog based on healthy lifestyles.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:****a,b,c,d*  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** *a,b,c,d*